

Graduate Master of Arts in Education-Curriculum & Instruction



It has been widely understood that if the United States of America expects greater returns on its investments in education, we are going to need to put highly qualified, innovative minds in teaching and administrative positions. A Master of Arts in Education is a prerequisite for many education positions and is recognized by school districts as a valuable credential. A master's degree in education gives educators the knowledge and skills to inspire and encourage a love of learning and the techniques to handle diverse classrooms and learning styles. Master's degree programs in education prepare educators to utilize high-level teaching methodologies and provide the tools to make work in the field of education more effective and efficient.

At Ottawa University

This program provides the skills and knowledge necessary to:

- ▶ Enhance teaching and services to students.
- ▶ Provide students with an engaging learning environment.
- ▶ Prepare and plan for change in the schools.
- ▶ Assist schools and the community to improve education for all students.
- ▶ Assess outcomes of school curricula, programs, services, and activities.
- ▶ Assume leadership roles in education.
- ▶ Engage in continued professional growth.

The Master of Arts in Education concentration in curriculum and instruction is designed to broaden professional knowledge to enhance the curriculum development process. The program analyzes contemporary practices and theories to improve curricular design, institutional effectiveness and learner achievement related to knowledge acquisition.

Candidates earning a degree in curriculum and instruction are prepared to manage instructional programs within their district, school, and/or content area. Through course work and research, graduates gain confidence when instructing staff and providing regular feedback to teachers concerning data-driven instruction, research-based practices, effectiveness of meeting the needs of students, and supporting specific instructional programs. Gaining the ability to assess, develop, and deliver professional development and curricular support to teachers within the P12 setting is a main tenant of the curriculum and instruction program.

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Foundation Courses

The following represent foundation courses for the Curriculum & Instruction concentration.

EDF 7110 Foundation of Learning Theory

Evaluate key learning theories and environmental factors in relationship to student motivation, along with the behavioral and academic success of students.

EDF 7210 Foundation of Education

Explore the historical and philosophical foundations of education in order to evaluate educational trends and create a personal philosophy of education while practicing the profession with intentionality.

EDF 7310 Foundation of Exceptionality

A comprehensive investigation concerning the identification, support, and resources necessary for supporting families and children/students with exceptionalities. Utilizing a team-based approach, candidates will construct strategies for creating programs that advocate for and sustain an instructional program conducive to student learning and staff professional growth.

EDF 7410 Foundation of Educational Research and Assessment

Evaluate the relevance of educational research to curriculum improvement, federal and state policies, systematic processes, and instructional and assessment strategies. Apply various research methods within educational environments at multiple levels.

EDF 8503 Master's Research Project

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

Concentration Courses

The following represent concentration courses that are required.

EDC 7291 Differentiated Instruction

Course explores challenges of teachers in evaluating the needs of individual students in the diverse and inclusive classroom. Students will explore innovative possibilities for differentiating instruction to enhance learning for all students.

EDC 7501 Data-Driven Instruction: Part 1

Examines how school leaders can develop and maintain an atmosphere for improved student achievement based on data-driven systems. Topics include increased external accountability and data demands, as well as the ability to accurately interpret the data and implement positive learning opportunities based on the analysis of said data. Particular emphasis is placed on continuous improvement modeling.

EDC 7502 Data-Driven Instruction: Part 2

Investigates the background and current status of assessment principles, purposes, strategies, and procedures used to evaluate curriculum with attention giving to school improvement planning through continuous improvement and gauging student progress. Emphasis on effective interpretation of evaluative data and methods of recording and reporting progress to stakeholders.

Elective Courses

Six credits from approved EDC courses are required. Contact Academic Advisor for approval.